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AUTHOR Douthit, Dorothy B.; Lung, Julina
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ABSTRACT

The Samoan Demonstration Program had the objectives of: (1) reaching disadvantaged Samoan immigrants to Hawaii to help them compete for vocational and apprenticeship programs; (2) integrating the program's services with other resources to reach the total family unit; (3) instituting peer instruction as a curriculum innovation; (4) teaching basic education to the 75 unemployed and underemployed Samoan adults in the program; and (5) measuring differences between traditional classroom techniques used in the first year with the curriculum to be developed in the second year. The first part of the document introduces the problem, program organization, and the approach. Section 2 presents information on selection of instructional areas and teachers, class location, and teacher training; student selection, enrollment, and attendance; instructional materials and methodology; evaluation techniques, awards, counseling, supportive and consultive services. Bilingual and bicultural considerations, basic education based on high interest subject matter, peer instruction, and reaching the total family unit are considered in section 3, along with evaluation techniques, attendance indications, class size, and length of courses. Sections 4 and 5 briefly discuss implications and plans for information dissemination. Appendixes present a report on teacher training workshops, forms, class visitation report, review and samples of instructional materials, and a summary of content for workshops. (NH)

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SAMOAN DEMONSTRATION PROGRAM

Final Report for FY 73-74

Volume I

Prepared by: Dorothy B. Douthit, Ph.D.
Project Director
Julina Lung, Curriculum Consultant
Manpower Training Consultants

Sponsored by:

University of Hawaii
Honolulu Community College
Kalihi-Palama Education Center
874 Dillingham Boulevard
Honolulu, Hawaii 96817
Phone: (808) 847-2161

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FOREWORD

The following report represents the final account of the operational activities and curricular developed by the Samoan Demonstration Program in Fiscal Year 1973-1974. This final report is submitted in fulfillment of contractual obligations with the United States Office of Education.

Sincere and grateful acknowledgement is hereby given to the men and women who made the project a success:

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Project Counselor - Marisa Asiasiga Alo
Project Outreach Worker - Faapepele Iuta

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Dorothy B. Douthit, Ph.D.
Project Director

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SAMOAN DEMONSTRATION PROGRAM

I. Introduction

A. Statement of the Problem

The cultural adjustment problems faced by the Samoans have not been unique. Every other immigrant group has faced barriers and difficulties similar to what the Samoans are encountering presently. Unfortunately, these problems continue to increase not only in Hawaii but in various parts of middle and western United States where significant numbers of Samoans have been identified as residents. The need to consider solutions to the specific problems facing the Samoan people in the United States is very real and most urgent. The funding of the Samoan Demonstration Program in 1973 and 1974 represented an attempt to use education to help alleviate the socio-economic difficulties confronting the Samoan people. Some of these problems are listed here:

1. Most Samoan immigrants have less than a high school education; many with less than an eighth grade education. This limitation imposes severe restrictions on the opportunities available to Samoans. In addition the Samoans limited command of the English language compounds the problem.

2. Most Samoan newcomers are in the lower economic strata. Others are unemployed or employed in menial jobs. Large numbers of Samoans are on public assistance and every indication points to increased numbers seeking public assistance in the future.

3. Housing is a problem singled out by Samoan immigrants to be an immediate concern. A substantial number of Samoans live in substandard housing. Severely overcrowded conditions are given as the primary undesirable factor.

4. Health problems also affect the newcomer more severely than local born residents. For example, Samoan immigrants account for a disproportionately large number of recent cases of Hansen's Disease.

5. Intercultural problems are also encountered by recent newcomers, such as difficulties in adapting the extended family system of Samoa to the nuclear family system of Hawaii. A Major difference in viewpoint regarding authority, property rights and police action is a source of more difficulties.

In a recent survey conducted by Ala'ilima and Ala'ilima,[1] the amount of education of Samoan immigrants was found to be as follows:

EDUCATIONAL LEVEL OF 6,544 SAMOANS

Grades Completed	Number	Percent
0-8	3,050	46.6
High School	593	9.1
Some College	363	5.5
Unknown	2,537	38.8
TOTAL	6,543	100.0

In the same source we find this information in relation to occupations and wages.

OCCUPATION OF SAMOANS LIVING IN PALAMA

Occupation	Number
Light machine (presser, dishwasher)	23
Heavy machine (truck, bulldozer, crane)	16
Unskilled laborer	13
Skilled trade (usually helper for carpenter, etc.)	8
Clerical	6
Custodial (janitor, guard)	3
Selling (store clerk)	2
TOTAL	71

[1] Samoan Pilot Project (Palama Samoan Neighborhood Survey and Organization) under the auspices of the Community Organization Services of Palama Settlement Component Project No. 2, Honolulu Community Action Program, funded under the Economic Opportunities Act of 1964.

WAGES RECEIVED BY SAMOANS IN PALAMA

Wage Rate (Per Hour)	Number of Wage Earners
$3.50 - 4.00	1
3.00 - 3.50	7
2.50 - 3.00	5
2.00 - 2.50	17
1.50 - 2.00	12
1.25 - 1.50	29
TOTAL	71

The seriousness of these cultural and economic barriers would suggest despair and discontent on the part of the Samoan. Ironically, this is not the case for most Samoans seem quite unresentful and very optimistic that education is the answer to advancement in the society they now call home. Taking advantage of this attitude, the Samoan Demonstration Program design suggested an educational program that would lead to tangible cultural and economic results.

B. Program Organization

This program was administered by the Honolulu Community College, University of Hawaii System. It was incorporated into the Kalihi-Palama Education Center, a Model Cities project, which was also administered by the Honolulu Community College. Since the Honolulu Community College was located in the Model Neighborhood Area of Kalihi-Palama and because it conducted other educational programs for the disadvantaged, this proved advantageous. The Samoan Demonstration Program had access to the programs and services offered by both the Model Cities program and the Honolulu Community College.

Direct supervision for conducting the Samoan Demonstration Program came from a Project Director and a Project Coordinator. In addition a counselor provided assistance in the areas of student recordkeeping, testing and materials duplication. A curriculum development specialist helped to design performance oriented modules of instruction and conducted regular teacher development workshops. An advisory committee consisting of selected individuals from the business and educational segments of the community at

large and leaders from the Samoan community in general regularly meet to offer advice on the development of the project. Closer coordination of this project with the State Adult Education Office was accomplished by including their curriculum specialist on the advisory committee. A one-half time outreach worker provided the direct contact with potential students in the Samoan community. His services represented an in-kind contribution to the program from the Kalihi-Palama Education Center.

C. Program Approach

The philosophy underlying the development of the Samoan Demonstration Program is listed here. This philosophy eventually led to the formation of the objectives which appeared in the project proposal.

1. Basic education subject matter should be derived from real life activities including possible vocational interests.

2. The strong natural motivation and willingness among the Samoan students to help one another should be used to facilitate the development of peer instruction techniques.

3. In order to increase the student's receptivity and ability to learn, his entire spectrum of needs should be considered and aided in every possible way.

The program objectives that emerged were as follows:

1. To reach 75 disadvantaged Samoan parents in order to prepare them to compete effectively on entrance examinations for more standard vocational and apprenticeship programs. This was to include completing citizenship requirements, basic orientation to American culture, and achieving 10th grade reading and math levels.

2. To effectively reach the total family unit by coordinating and integrating services offered through this program with other resources; specifically the Human Service Center operated by the Governor's office, the Kalihi-Palama Manpower Center operated by the Department of Labor and Industrial Relations and the Honolulu Model Cities day care centers operated by the Department of Social Services.

3. To institute peer instruction as a curriculum innovation and to demonstrate its effectiveness for teaching the disadvantaged on a nationwide basis.

4. To teach basic education to a group of 75 unemployed and underemployed Samoan adults, one-half of this group to be from the Model Neighborhood Areas and the other half from outside the MNA.

5. To measure and document differences between the more traditional classroom techniques utilized in the first year with the curriculum to be developed and utilized in the second year.

The idea that people learn best those things they are interested in learning is not a new idea. The idea that we can teach basic English communication skills through an interest area is not new either. The idea that we can teach basic English communications through a vocational skill area is an idea that has been expressed, but which has had limited application. It is this last idea that determined the approach the Samoan Demonstration Program took at the recommendation of the leaders of the Samoan community who suggested the concept. The need was English improvement, but attacking it head-on was not the approach selected. Interest areas, especially those that required the student to work with his hands, provided the means for delivering the English instruction.

D. Timetable

The planned time schedule for the Samoan Demonstration Program was as follows:

June - Survey of materials available
Develop curriculum modules and performance criteria
Form project advisory committee

Aug - Teacher training
Advertise for students
Begin testing students

Sept - Classes begin

May - Classes end
Final report written and disseminated

This time schedule did require some changes. The project was not funded to begin until July 1 so the activities scheduled for June were completed at later dates. The following is a more detailed time schedule of the project activities as they actually occurred.

July - Surveyed materials available
Formed project advisory committee
Developed curriculum modules
Selected and hired teachers

Aug - Begin teacher training (Continued through the length of the project)
Developed curriculum modules (Continued through January)
Advertised for students.
Began testing students (Used the Test of Adult Basic Education)
Held dissemination workshop in American Samoa.

Sept - Began classes
Continued TABE testing

Dec. - Began testing curriculum modules (Continued through the remainder of the project)

Jan - Tested students TABE

Feb - Presented first set of achievement awards

Apr - Tested students TABE
Held dissemination workshop for Hawaii ABE teachers

May - Classes end
Wrote final report
Hawaii Housing Workshop

June - Presented final achievement awards
Disseminated final report

II Instructional Process and Supportive Services

A. Selection of Instructional Area

The instructional concept governing the Samoan Demonstration Program used vocational training as an interest based upon which basic education instruction was formulated. The high interest motivational courses that were selected existed mainly to lead the student to improve his basic skills in math and English.

The original intent of this proposal was to offer one class each in auto mechanics, home nursing, sewing and carpentry. Each would also have its related basic education instruction. During the year the offerings were changed twice. Carpentry and nursing were not offered at all because of the lack of student registration. Two sewing classes, one small appliance repair and one auto mechanics class were conducted. Eventually, the small appliance repair class was changed to an auto mechanics class.

Selection of these courses was determined by several factors.

1. Interests as expressed by the prospective students.
2. Suggestions from the advisory committee.
3. Availability of jobs in the community.
4. Availability of education programs into which the students could go for further training.

B. Geographical Location of Classes

Classes for this project were located in two geographical areas. One area was a rural community called Laie, 40 miles outside of the city of Honolulu. Most of the students attending thses classes lived within walking distance of the school. They represented a very close group because most shared the same religious affilication and had contact with each other and their teachers outside the classroom many times during the week.

The other set of classes was situated in the Model Neighborhood Area of Kalihi-Palama and enrolled students not only from that area but also from areas scattered throughout the city of Honolulu and its various rural communities.

C. Teacher Selection and Training

All the teachers employed by this project were bi-lingual and bi-cultural. Only one of them was a professionally trained teacher. Professional training seemed less important to the success of this project than the degree to which these people were accepted as teachers by the Samoan community. In fact, people recognized as leaders within the Samoan community were consulted and given the opportunity to suggest individuals whom they felt would be successful teachers.

Teacher training workshops were conducted throughout the length of this project. It was imperative that the teachers be constantly reminded of the project objectives and the necessity that their instruction reflect these objectives. Because these teachers had very little formal teaching preparation, much time was spent discussing basic teaching techniques as well as the innovative approaches being attempted. The curriculum specialist visited classes to observe teaching techniques and the use of instructional materials by the teachers and students. These visits provided much of the discussion material for the monthly workshops.

Prior to the start of classes three 3-hour orientation sessions were held. In addition to receiving information about the project, teachers were given time to begin developing instructional materials in relation to their course outlines. See Appendix No. 1.

D. Student Selection, Enrollment and Attendance

The Samoan Demonstration Program was designed to accomodate approximately 75 unemployed or underemployed recent arrivals from Samoa, All of which were to be disadvantaged parents. The following qualifications for participation in the program appeared in the project proposal:

1. Test scores: Applicants were to score less than 6th grade competency on the Test of Adult Basic Education reading section.

2. Age: Students would be between the ages of 20 and 45 years old.

3. Employment: Applicants were to be unemployed or underemployed.

4. General: Applicants must be physically and mentally capable of participating in the program.

5. Residence: At least half of the participants were to live in the Model Neighborhood Area of Kalihi-Palama.

However, in the actual selection of students, these changes resulted:

1. The upper age limit of 45 was removed so as not to discriminate against students in terms of age.

2. Several individuals were admitted to participate in the program even though they were not parents.

3. A slightly larger percentage of students living outside the Model Neighborhood Area of Kalihi-Palama were enrolled than those living within the area.

4. The total enrollment never fell below 80 and at one time was as high as 100.

5. Some non-Samoans (Tongans, Tahitians) were admitted to participate.

In order to obtain qualified applicants for these classes, publicity was sent out to various agencies serving the disadvantaged and to Samoan religious and cultural organizations. An effective device for publicizing this project came by using a weekly Samoan language radio program to sponsor public service announcements.

In addition to taking the reading and comprehension test, applicants were also required to fill out a specially devised information and personal history sheet. See Appendix No. 2.

Every Samoan student selected could read and write in Samoan. All had the ability to converse to some degree in English. The amount of formal education each student possessed varied greatly. Since some had been educated in Western Samoa, some in American Samoa and others in the United States, the highest grade completed by the students could not serve as a standardizing factor. The following chart shows the breakdown of students according to the highest grade completed.

GRADE COMPLETED	NUMBER OF STUDENTS
2	9
3	11
4	9
5	12
6	14
7	10
8	9
9	8
10	3
TOTAL	85 (Does not represent total enrollment)

These 85 students were represented by 32 male and 53 female students, while the average age of the students was 30 years. Information sheets were not available for approximately 15 students who were known to be enrolled for a short period of time.

Attendance records indicated a participation rate of 91% (enrolled students who attended at least once during the month.) The average attendance for the year was 63%. The dropout rate and attendance rate varied between the two geographical locations. The classes held in the small rural community of Laie showed a much lower dropout rate than the classes held in Honolulu. The following is a record of the changes in enrollment in the individual classes.

CLASS	NUMBER ENROLLED START	END	CHANGE
Sewing (Honolulu)	39	21	-18
Small Appliance Repair (Honolulu)	9	4	- 5
Auto Mechanics (Honolulu)	18	9	- 9
Sewing (Laie)	38	36	- 2
Auto Mechanics (Laie)	18	23	+ 5

Although exact figures were not available, some attempt was made to document the reasons students dropped out of this

program. Some of the reasons expressed most often were:

1. Moving to another location -- mainland United States or back to Samoa.

2. Illness of student or of some member of his family.

3. Obtained work that conflicted with class attendance.

4. Went into military service.

E. Instructional Methodology

Other than in the area of peer instruction, no initial attempt was made to prescribe specific teaching techniques to be utilized by the instructors. Teachers were allowed to select the instructional methods that they felt could be most effectively used with Samoan students. They used their course outlines and instructional materials as guides. The result was that all the instructors began the project using large group lecture/discussion techniques with related practice exercises being performed by the students.

In order to help teachers develop and use teaching techniques that were more efficient, class visitations by the curriculum specialist were scheduled. Written reports of these visits were submitted to the Project Director and Project Coordinator. See Appendix no. 3. In concurrence with these individuals the curriculum specialist discussed these reports with the individual teacher concerned or with the entire group at the monthly teacher training workshops. Because some of the suggested methods were new to these teachers, it was important that they made the decision as to when and how they would implement new approaches. Some of the significant changes were:

1. Small group arrangements replaced the large groups where students were given instruction and materials in keeping with their abilities. This also enabled teachers to give more individualized attention to students requiring it.

2. Greater use of audio and visual media much of which the teachers acquired or produced themselves.

3. Structuring of instruction so that lessons followed a defined pattern of preassessing, teaching and evaluating.

4. Adapting commercially produced materials to the

needs and abilities of the Samoan student rather than using materials as is.

One-to-one peer instruction techniques were attempted with the teaching of spelling. Some difficulty was encountered with both the students and teachers accepting this particular methodology. However, students enjoyed the opportunities they were given to instruct their entire peer group. Frequently, teachers used students to explain an idea, answer a question, spell a word, write on the blackboard, etc., so that others in the peer group might learn from them. This approach seemed to be much more compatible to student and teacher alike, rather than the approaches normally associated with the each-one-teach-one peer instruction concepts.

Since each class had two teachers -- one English teacher and one vocational teacher -- a vital part of teaching success depended upon how well the two teachers coordinated their efforts. An ideal session consisted of English lessons designed around the vocational content being considered at that particular time.

F. Selection, Development and Use of Instructional Materials.

Apendix No. 4 is a report on the Review of Existing Instructional Materials accomplished prior to the beginning of the class instruction phase of this project. An additional list of materials examined and selected for use at later times during the project appears at the end of the report. The general conclusion derived was that very little pertinent instructional materials were abailable and in keeping with the objectives of this project. Every piece of commercially produced material selected for use had to be simplified and defined in some way before the students could use it. This included such things as newspaper articles, patterns and pattern books, machine instructions, labels on automotive products as well as text books and work books.

The instructional materials covered the vocational subjects as well as the areas of citizenship, money management and community resources.

Although this project always had more than one course available for study, the special curriculum materials development portion of the project covered only the auto mechanics course and its related English. Appendix No. 5 shows samples of reading materials developed in keeping with the project objectives stated earlier in the Introduction.

The materials developed covered these four areas:

1. 1A Basic Automotive Terminology - The primary objective of this package was to introduce the students to words normally associated with driving and repairing automobiles. Students received exercises in reading, spelling, defining and writing these terms.

2. 1B Tool Identification Vocabulary Study - Using a series of readings about automotive tools, the student was introduced to new vocaulary terms that had universal application. Some reading comprehension was also required. Part of this package included a tool picture book with accompanying tapes.

3. 1C Safety Vocabulary Study - Using a series of readings about automotive safety, the student was introduced to new vocabulary terms that had universal application. The emphasis was entirely on vocabulary development.

4. 1D Service Station Management Readings - These represented a series of longer reading selections which could be used extensively for testing reading comprehension.

5. Tests and directions for usage of these materials were also available.

Copies of the entire set of materials are available in Volume II of this documentation.

Package LA Basic Automotive Terminology was designed to be used for individualized instruction, peer instruction or group instruction. The other sections could have been used for individualed instruction or group instruction. Teachers most often selected small group instruction techniques using the prepared materials as a base. They used real automobile parts, automotive charts and student experiences as reinforcement, while progressing quite closely through the written materials.

Most of the vocational instruction was accomplished by direct hands-on experiences with the skills involved. Facilities and equipment were available for small appliance repair, auto mechanics and sewing. It was in these settings that the students were given the practical experience in reading or speaking the related English they were learning in their English classes. Student progress through this was measured by the product or work produced

and written tests.

Time and resources allowed developing special instructional materials for only one vocational area -- auto mechanics. However, all teachers were given the orientation in the use of these materials so that they could develop their own curriculum materials based upon the concepts being used with the auto mechanics materials.

G. Evaluation Techniques and Achievement Awards.

The major device used to evaluate student progress was the reading section, Level M, of the Test of Adult Basic Education (TABE). This was administered three times during the course of the year -- at the beginning, at the midway point and at the end. Individuals had to score lower than 6.0 on the TABE in order to be admitted into this program. Other teacher designed tests measured more specifically the progress of each student. Students were also evaluated through product or operational checks administered by the teacher.

A unique motivational factor built into this project centered around the giving of achievement awards to the students. These awards were cash payments made after the second and third TABE were administered. The awards were based upon test results, attendance and teacher recommendation. Every student who attended at least seven sessions during each of the two periods received an achievement award. The lowest amount awarded was $10.00 while the highest amount received by an individual student was $160.00.

These awards were not presented to the students as payment for attending classes, although attendance was a factor in determining who would get awards. Students were impressed with the fact that they could receive larger awards if through their work they showed improvement. Such factors as admittance to apprenticeship programs or community colleges, acquiring a job, or becoming a citizen were considered achievements worthy of special recognition and award.

H. Counseling and Supportive Services

A major objective of the Samoan Demonstration Program was to effectively reach the total family unit by coordinating and integrating services of this program with other resources. The project coordinator, who was bi-lingual and bi-cultural, served as a counselor also and provided

assistance to the students in the followings ways:

1. Serving as an interpreter in court or in other legal matters.

2. Finding adequate housing.

3. Finding jobs.

4. Providing transportation.

5. Determining welfare and medical needs.

6. Serving as an immigration interpreter

7. Helping with domestic problems.

8. Serving as a liaison between parents and childrens' schools.

9. Providing educational counseling.

Where agencies existed that provided these special services, students were directly assisted by the counselor to become recipients of these services.

I. Consultive Services

In order to gain further assistance in achieving the Samoan Demonstration Program's objectives, the budget included funds for consultants' services. Consultants provided assistance in the following areas:

1. Working with administrative staff, reviewed philosophies and developed overall guidelines pertinent to the Samoan Demonstration Program.

2. Assisted staff with the administration, organization and management of ineterest-topic-based courses of instruction.

3. Reviewed and selected Adult Basic Education instructional materials applicable to this program.

4. Custom designed and tested auto mechanics instructional materials.

5. Provided teacher training, both singlely and in groups in order to help teachers conduct their classes in conformity with the guidelines and

philosophies of the project.

6. Helped to design and implement peer instruction materials and methods.

7. Documented activities and wrote final report of this project.

III Results and Conclusions

A. Language and Cultural Considerations

Throughout this project a fact most evident was the need for bi-lingual, bi-cultural individuals to plan for and work with the Samoan students. The teachers, coordinator, counselor, outreach worker and several members of the advisory committee were selected because they possessed these characteristics. It was also important that these people be accepted in the Samoan community as teachers or leaders before the students could accept them as such in this project. Getting Samoans to attend adult education programs in Hawaii has always been a problem. However, once the Samoan Demonstration Program had been staffed with people who had community-wide acceptance, enrolling students became a minor problem.

The amount of Smaoan used in the classroom as part of the instructional process deminished as the project progressed. It was discovered that when the teachers took the lead and used English, even in reply to an inquiry made in Samoan, this encouraged the student to also speak English. Teachers were encouraged to use English as often as possible to give the students practice in hearing spoken English. To some students this represented their only opportunity during the week to practice speaking English.

B. Basic Education Based Upon High Interest Subject Matter

The Samoan students' desire to learn English is great. However, using the vocational subject as a base, the basic education was taught with more direction and meaning, and thus the students' need to learn increased. It was upon this concept that the success of this particular project lay. When English was taught in relation to the vocational areas, citizenship training or real life situations, the students showed progress and success in learning. When teachers turned to traditional English materials, the students had greater difficulty in understanding and retaining the subject matter.

As advantageous as this concept proved, one major difficulty constantly prevailed -- the lack of already developed instructional materials based upon this concept and geared at a level low enough for the students who were admitted into the program. It was impossible for the teachers to develop their own materials in order to keep themselves supplied with all they needed. The curriculum specialist

could only develop materials for one area of instruction and even this was not enough for a full years' instruction.

The limitations of time and resources precluded more activity in this area without increasing the staff.

C. Peer Instruction

The concept that you can use a student's peer to serve as his teacher is an idea that has tremendous potential. Instead of one teacher, you have a class room full of teachers. And if it has been organized properly, all will be able to assist with portions of the classroom instruction in an efficient manner.

Some headway was made with the implementation of peer instruction as a part of the Samoan Demonstration Program. The teachers used a form of peer instruction to teach spelling and because of their efforts several factors were discovered.

1. The teachers found it difficult to accept the philosophy that students could be teachers. Also, because they lacked teaching experience, they preferred to teach using familiar approaches and had a difficult time accepting innovative methods such as peer instruction. Using peer teaching required of the teachers additional work and record-keeping which they were reluctant to take on in view of the already heavy burden they were carrying.

2. The students did not fully accept the concept that in a formal classroom situation they could learn at the hands of another student. When they recited or performed before the entire group, they saw themselves as being tested not teaching, although they were in fact teaching. When they confronted each other on a one-to-one basis the situation was complicated by the peer student's refusal to accept his peer teacher as a teacher. The peer teacher, often empathizing too much with his student, tended to "give the answers" rather than teach using the methods which had been developed.

3. The lack of instructional materials designed to be used with peer instruction added to the problems previously mentioned. Any development of peer instruction methods had to be accompanied by the development of peer instruction materials appropriate to the course.

4. Classroom facilities were not always condusive to the use of peer instruction and group instruction both in the same evening.

5. The more sophistication a student possessed in the English language, the more able he was to accept peer instruction.

The objectives of this entire project proved to be more ambitious perhaps than were possible to attain in the amount of time allotted and this became very evident with attempts to develop peer instruction techniques. Considering the factors listed previously, more effort was needed in the following areas:

1. A longer, more intense orientation procedure was required to give the teachers more practice in using peer instruction tecnniques. This probably would have given them the self-confidence they needed to attempt and persevere in the use of these tecnniques.

2. The student orientation could have been more intense and the implementation of peer instruction more gradual. The students needed time to be "sold" on the worth of these techniques. Initial efforts could have been used on the students with higher reading comprehension levels to develop a core of adept peer teachers. Students with lower English capabilities could have been later assimilated in a more gradual manner.

3. Time was definitely needed to be spent on developing peer instruction materials. Methods without materials proved fruitless.

4. Clerical assistance to help maintain records would have been encourageing to both teachers and students. The teachers needed the help and the students needed the immediate feedback this help would have provided.

In general, the amount of time and concerted effort that this peer instruction objective required was not fully anticipated. In addition to what has just been discussed, whether the Samoan student can culturally accept another student as his teacher in a formal classroom setting is another factor that has not been surmounted. There is a natural tendency for a Samoan to want to help a fellow student but this appears in a rather loose unstructured way. However, the basic plan in relation to the peer instruction concept presents a sound approach and will

be pursued if this project receives a third year of funding.

D. Reaching the Total Family Unit

Perhaps the most effective tool for demonstrating the humanity of this project was its concept of supportive services and counseling. The assistance given to the students covered almost the entire scope of their lives. One might criticize the tremendous amount of time this kind of counseling required, but this was definitely a major factor in attracting and retaining students to the program. Since most of these services were already available to the students through various state agencies, it is conceivable that they did not attend classes just to get this assistance. However, the fact that counseling was available and was being performed by people recognized in the Samoan community as capable individuals did help the students to relate to the entire project in a positive way.

E. Evaluation Techniques

Although a program evaluation design was written into the first and second year proposals, the actual evaluation of the first year has not been completed. This has made it difficult to actually "see" the program -- its strengths and weaknesses. This situation has further impressed the project administrators with the need of an on-going evaluation to more fully monitor the program in progress rather than at the conclusion of the project.

Using the Test of Adult Basic Education (TABE), reading Level M and D, as a student testing device may not have truly reflected student progress. However, the Samoan Demonstration Program students did score an average of 5.7 on the final test. This represented an average increase of 1.8 for the Laie classes. This came no where near the 10.0 grade level that the proposal suggested as a goal, but did represent an increase that compared favorably to other Adult Education programs.

Teacher designed tests, measuring specifically the content being taught, were better indicators of student progress. Each of the performance oriented modules that were used in the auto mechanics class contained pre and post tests to measure learning results.

F. Attendance Indications

The average attendance of students in the program was 63% for the entire year. This appeared to be good in view of the fact that an ABE control group organized for comparison could not be maintained through the year. Again, the cultural factor acted as an important element in holding the group together. The students seemed to display confidence in the fact that they were being assisted and taught by people accepted as leaders and teachers in the Samoan community.

Reports of student attendance were required monthly. These were compiled into a report showing the average attendance for each class, returned to the teachers and then discussed at the monthly teacher training workshops. This process helped to keep track of drop outs and potential drop-outs. These were then referred to the counselor who determined cause for non-attendance and where possible attempted to bring the student back into class activity.

G. Class Size and Length of Course.

In some classes, notably the sewing classes, the enrollment was larger than expected. This placed a tremendous teaching burden upon the teachers assigned to these classes. Since the classes ran from September to May, the burden increased as teachers had to constantly provide new lesson material for their students. Perhaps shorter course lengths with fewer students enrolled would have given the teachers more opportunity to test and retest the instructional materials and approaches. This would have placed the emphasis on testing the objectives of the proposal rather than on student accommodation.

IV Implications

The question as to how the results of this project extend beyond the scope of its immediate purpose can best be answered by considering the three following implications:

1. As a result of two years' effort the State of Hawaii now has a group of approximately 12 resident Samoan persons who are capable of teaching or supervising projects similar to the Samoan Demonstration Program. This is a great achievement if one considers that as recently as two years ago very few in the Samoan community could be called upon to do this. The opportunities and training afforded these people have been the direct result of the funding and implementing of this project.

2. With some minor changes, the auto mechanics related basic education materials developed for this project can be used by other programs servicing other minority groups facing similar adjustment difficulties.

3. Administrators of this project have been called upon on numerous occasions to discuss the Samoan and his culture with a variety of groups throughout the state. They have done much toward increasing the public's knowledge of the Samoan needs and problems.

There is no doubt need to build upon the factors discussed here. These implications represent beginnings that should be extended if the needs of all minority groups are to be met.

V Plans for Dissemination

Prior to the writing of this document, two face-to-face dissemination workshops were conducted by the administrators of the program. One was held in August 1973 in American Samoa and the other was held in April 1974 in Hawaii. These workshops exposed the participants to the methods employed in the implementation of this project. It is felt that this is the most effective way of disseminating information about the Samoan Demonstration Program.

During the course of the year, inquiries were sent out to all Regional ABE Program Officers where significant numbers of Samoans were known to reside. Responses are still being received. They were asked to indicate whether they felt a need existed in their regions for the kind of information resulting from this program. They will all receive copies of this documentation.

Plans for further dissemination include the following:

1. Copies of this documentation and materials will be sent to all other demonstration projects now in progress, to various clearinghouses for research materials and to programs servicing other minority groups.

2. Copies will also be made available to all local state agencies providing training programs for adults.

3. Articles informing readers of the availability of this documentation will be submitted to educational and training journals.

4. The third year proposal was written to include funds to conduct more dissemination workshops primarily in the western United States.

APPENDIX NO. 1

SAMOAN DEMONSTRATION PROGRAM
Teacher Training Workshops
September 11, 12, 13, 1973

I Introduction

Because of the newness of the instructional concepts governing this project, workshop time for the teachers was included in the budget. A sizeable block of time prior to commencement of the classes was selected to give the teachers some orientation to the objectives of the program.

II Location and Time

The Kalihi-Palama Education Center was selected as the site of the workshops. Workshops were conducted on the evenings of September 11, 12, 13 from 6:30 to 9:30 p.m.

III Participants

The following individuals were present:

Positions	Number of Hours
4 Basic Education Teachers	33 hours
2 Sewing Teachers	18 hours
Auto Mechanics Teacher	3 hours
Small Appliance Repair Teacher	9 hours
Project Director	6 hours
Project Coordinator	6 hours
Project Counselor	3 hours
Advisory Committee Chairman	3 hours
Curriculum Consultant	9 hours

IV Summary - Outline of Workshop Topics

A. Project Orientation

1. Background of first and second years.
2. Objectives of second year.
3. Organizational arrangement.

B. Policies and Procedures

1. Enrollment and attendance.
2. Teacher employment information.
3. Counseling
4. Achievement Awards

5. Equipment, supplies and instructional materials.
6. Facilities and classroom arrangement.

C. Curriculum Development Project Overview

1. Entire instructional program.
2. Definition of terms.
3. Areas of curriculum concentration.
4. Peer instruction.

D. Graphics Approach to Curriculum Development

1. Identifying units
2. Defining content
3. Planning lessons
4. Implementing lessons

E. Performance Oriented Modules

1. Performance objectives
2. Pre and post tests
3. Teaching techniques

F. Instructional Materials

1. Using commercials materials
2. Adapting commercial materials
3. Developing own lesson plans and materials.

V Accomplishments

A. Partially completed lesson plans and instructional materials.

B. Reviewed course outlines.

C. Received orientation to the project and its policies. (Used a teachers' handbook developed for this purpose).

D. Received procedures for using peer instruction in spelling.

E. Met and discussed program with members of the advisory committee.

F. Identified meeting places and times for first class.

G. Decided upon in-service meetings to continue activities similar to these workshops. (To be held once a month).

VI Recommendations

A. Curriculum consultant should visit classes periodically to see how well program objectives are being met.

B. Topics for in-service workshops to be determined by curriculum consultant as needs are expressed by the teachers and as they are identified through visitations.

Name (Igoa)_____Teine_____Tama_____

Address (Tuatusi)_____
Number (Numera) Street (Auala)

_____ _____
City (Nuu) Telephone (Telefoni Numera)

Birthdate (Aso Fanau)_____Birthplace_____
(Nuu na fanau ai)

Citizenship (Sitiseni) _____

Marital Status (Faaipoipo)_____ _____ _____
Married Single Divorced

Education: Last grade completed_____School_____
(Vasega na gata ai lau aoga) (Aoga)

Work Experience: (Poo a galue ga e te iloa fai)

1. _____
2. _____
3. _____

Do not write below this line.

TABE Results
Date_____
Results_____

Retest Date_____
Results_____

Accepted____ ____
Yes No
Date_____
Comments_____

_____
Course_____

Achievement Award
Date_____
Amount_____

Date_____
Amount_____

Counseling Assistance

Date	Nature	Result
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interviewer's Evaluation

Speaks English_____Reads English_____Writes English____

Understands English_____Writes Samoan_____Reads Samoan_____

APPENDIX NO. 3

CLASS VISITATION REPORT

I. General Information

Class Basic Education (auto mechanics) Date Feb. 21, 1974

Location Laie Elementary School Time: 7:30 - 8:30 P.M.

Instructors Tuavale Solipo and Lilomaiva

II. Content Areas

A. IMP 1A page 1, Automotive Terminology

B. IMP 1A page 2, Automotive Terminology

III. Objectives

Were the lesson objectives stated to the students?

The student had a written copy of their objectives. However there was not indication that these objectives were stated verbally to the students.

Were the students evaluated to see if the objectives were accomplished?

Yes

Did the lesson reinforce the project objectives?

Yes, as far as relating English to the automotive area.

IV. Summary - to coincide with Content Areas listed above.

A. The students read and discussed the material on page 1. This material consisted of five automotive terms presented to the students through English and Samoan sentences and pictures.

B. Students reviewed the new words and then studied them for a spelling test which followed. The students had their work verified by orally spelling the words correctly and by writing the words on the blackboard. The instructor also dictated the entire sentence for the students to write. They then read these sentences back, aloud.

V. Recommendations

A. The entire class consists of approximately 20 people. This is rather a large group to instruct all at one time. It was evident that some students needed individual attention and others were ready to move along faster. Hopefully, this will be worked into the sessions later.

B. The learning was reinforced and evaluated quite thoroughly in a rather traditional manner. The students individually wrote their responses to the test items, recited aloud, wrote on the blackboard and read aloud what they had written. This kind of repetition is vitally needed by some students. Again, the need exists to allow students to move at an individual pace utilizing individualized instruction and peer instruction.

APPENDIX NO. 4

REVIEW OF EXISTING INSTRUCTIONAL MATERIALS

The production of original instructional materials is an expensive and time-consuming process. Wherever possible, existing materials should be sought and utilized. In some cases they can be added to or altered to meet the program's instructional needs. It is worth the research effort required to investigate the field for existing materials.

The following list represents the materials reviewed. Since Auto Mechanics was the occupational topic singled out for development in the proposal, more effort was expended in that area than in the other occupational areas. Basic Education materials were examined to discover their general applicability to all the occupational area and to real life situations. The area of Related Education, especially in Auto Mechanics, proved almost barren.

The commercial type materials were voluminous and required many hours to review, see adaptation and accept or discard. Unfortunately, custom designed instructional materials usually are hard to discover because there is so little that has been done in this area. Where projects have been successful, often no copies of the materials are available for general distribution. As for A.B.E. instructional materials designed especially for Samoan communities, we have been unable to locate anything for review.

Although many more instructional materials were reviewed, the list presented here represents those materials that appeared relevant, adaptable and within the budgetary limitations of the project. For example, many multi-media programs are available for all the subject areas to be studied. However, the investment is usually so great and the usage so limited that for some projects it is not feasible to purchase such items. In addition, the students will be encouraged to use the Kalihi Palama Model Cities Education Center where sophisticated equipment and instructional programs are available. But because we cannot ignore the value of audio-visual equipment and methods these techniques will be used where applicable with the original materials developed as a part of the consultive contract.

A. Materials Covering Occupational Areas

1. Stockel, Martin W., Auto Mechanics Fundamentals, Goodheart Willcox, Illinois, 1969.

   Simple, relevant text. Many illustrations. Reading still somewhat a problem for Samoan program students.

2. Delmar Publishers, Basic Automotive Series, New York.

   This series consists of 9 programmed workbooks which cover engines, brakes, cooling and exhaust, differential, fuel, ignition, lubrication, steering and standard transmission. Very simple.

3. Stockel, Martin W., Auto Service and Repair, Goodheart Willcox, Illinois, 1969.

   Relevant text. Many illustrations. Fairly difficult for most students in this program.

4. General Motors Corporation, ABC's of Hand Tools, Michigan.

   A pamphlet discussing hand tools. Many illustrations and cartoons. Several short reading selections. Free

5. General Motors Coporation, Automotive Charts.

   Series of twelve 22" X 34" wall charts that depict the various mechanical operations of an automobile. Free

6. Wagner, Willis H., Modern Carpentry, Goodheart Willcox, 1973.

   Relevent text with many charts and illustrations. Simple but probably above the level of students in this project.

7. AMIDS Task Force Report, Performance Objectives for Manpower Automotive Clusters.

   A compilation of performance objectives covering the areas of engines, drive train, brakes and front end. Prepared by instructors and auto industry people.

8. Johnson, Clawson, Shoffner, Sewing Step-By-Step, Ginn and Company, Boston, 1968.

   A set of programmed materials designed to help the student learn about the sewing machine, patterns, and construction techniques.

9. Duarte, S. R. and Duarte, R.L., Electronics Assembly and Fabrication Methods, McGraw-Hill, New York, 1973.

   A text comprised of two parts: Basics for Electronics Assembly and Concepts of Electronics. Requires no prerequisites, easy to read and contains many illustrations.

10. Texas A & M University, A Suggested Course Outline for Automobile Mechanics, Vocational Instructional Services, Texas, 1972.

    A detailed course outline to assist instructors with developing their own lesson plans.

11. Bond, Fred W., Lash, Elton R., and Reynolds, Rex, Career Education -- Automotive, Allied Education Council, Galien, Michigan, 1972.

B. Materials Covering Related Subject Matter

1. The University of Texas at Austin, Supervised Study Guide for Related Instruction for Automobile Mechanics, 1970.

   Simple workbook designed to be used with the two Stockel texts listed in this attachment as A-1 and A-3. Also has a set of unit tests available.

2. Same as A-2

3. Same as A-4

C. Materials Covering Basic Education

1. Personal interview with Sadae Iwataki, Consultant in A.B.E. with the Los Angeles Unified School District. Discussed their attempts to prepare a series of 40 English communications lessions devised for use by recently immigrated Asians. Real life situations are utilized.

2. General Motors Corporation, The Automobile Story, Michigan.

   Fairly difficult readings about the different phases of the automobile industry. Free

3. Laubach, Frank C., The New Streamlined English Series, New Readers' Press, New York, 1971.

   A series of texts geared to help the student learn to read and write. Takes them from level zero to grade seven. Detailed guide assists even inexperienced teacher to use the material effectively.

4. Boning, Richard A., They Gave Their Names, Barnell Loft, Ltd., New York, 1971.

   A workbook that is an example of teaching vocabulary development utilizing peer instruction.

5. Kunz, Linda Ann, and Viscount, Robert R., Write Me a Ream, Teachers College Press, New York, 1973.

   A course in controlled composition for job training and adult education.

6. Florence-Firestone Project, "Building Communications Skills: Home-School-Community", Los Angeles School District, 1972.

   Project designed to teach Mexican American parents to communicate with school personnel about their children. 70 ESL lessons.

7. Steck Vaughn Publications

   Grades 1-3
   - From A to Z
   - Working With Words
   - Working With Word Patterns
   - Steps to Learning
   - Steps to Mathematics

   Grades 3-5
   - I Want to Read and Write
   - Adult Reader
   - You and Your Money
   - I Want to Learn English
   - Family Development Series
   - Working With Numbers

   Grades 5-8
   - How to Read Better
   - Learning Our Language
   - It's Your Money
   - Reading Essentials Series
   - Working With Numbers
   - New Fabrics, New Clothes, and You
   - The Care We Give Our Clothes

   Simple worktexts, graded at an elementary level but written for adults. Very inexpensive.

D. Other Materials.

1. Rosenbaum, Peter S., Peer Mediated Instruction, Teachers College Press, New York, 1973.

   The published results of experimental project utilizing systems of PMI. Also contains samples of instructional materials and guides for developing similar materials.

2. Mager, Robert F., and Beach, Kenneth M., Developing Vocational Instruction, Fearon Publishers, California, 1967.

   Succinct discussions of the theory and practice of developing vocational instruction based upon performance objectives.

3. "Peer Instruction", Training in Business and Industry, March 1972, pp. 38-42.

   A discussion of peer instruction techniques as developed by Human Resources Research Organization for use in training servicemen at Fort Ord, California.

4. Personal interview with Dr. Hilton Bialek, Senior Staff Scientist, at HumRRO. Discussed possibilities of using HumRRO's system of peer instruction in the Samoan project. Also reviewed their report on Maine Indian Peer Instruction Project.

5. Southwest AMIDS, Manpower English as a Second Language, 1971.

   Suggests ways of developing ESL lessons using occupational skills lessons as a basis.

6. "Cross Age Teaching: An 'A' for Resultss", Los Angeles Times, July 20, 1973.

   Description of an experimental reading program where high school students teach elementary students.

E. Additional Materials Reviewed During the Year

1. Udvari, Stephen S., Communicating With Others, Steck Vaughn Company, Austin, Texas, 1973.

   A simple text written at the 4-6 grade level, discusses ways a person can effectively communicate with his associates.

2. Udvari, Stephen S., and Laible, Janet, Family Money Management, Steck-Vaughn Company, Austin, Texas, 1973

   A simple text written at the 4-6 grade level. Discusses income, expenses, credit, budgeting and financial security. Selected to be used with this project.

3. Udvari, Stephen S., Where to Go, Who to See, What to Do, Steck-Vaughn Company, Austin, Texas, 1973.

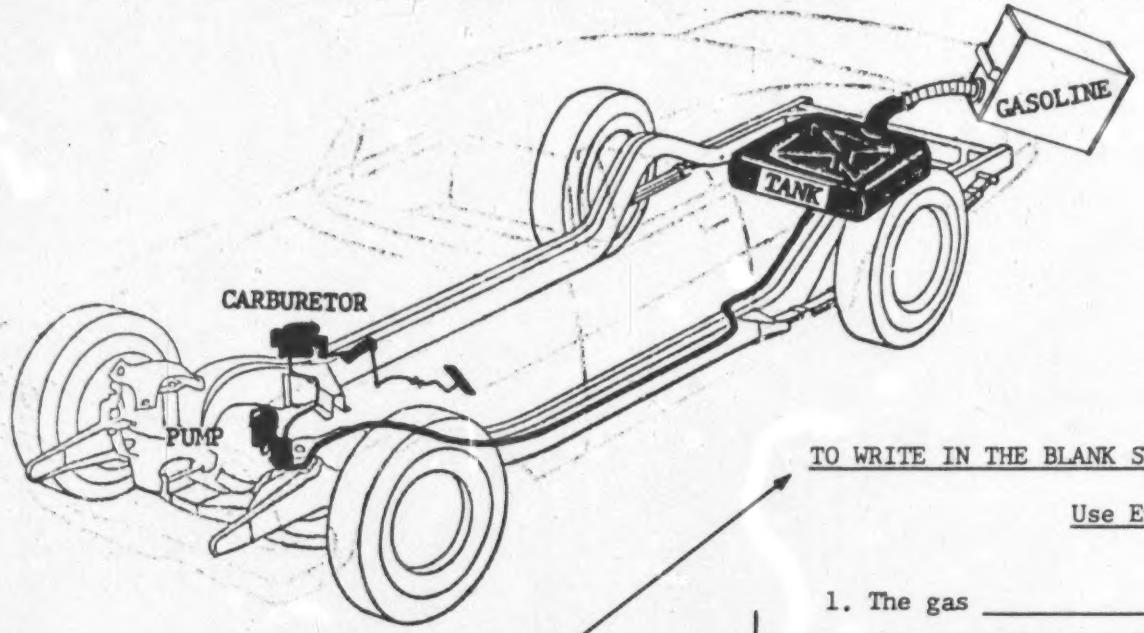
   A simple text written at the 4-6 grade level. Introduced student to various community resources available to provide assistance in the areas of health, employment, recreation, social services, legal services and medical needs. Selected to be used with this project.

4. Household Appliance Repairman, Delmar Publishers, 1970.

   A programmed workbook for the pre-vocational student. Briefly discussed the areas of household repair. Selected to be used with this project.

5. English, Home and Community Life, Federal Textbook on Citizenship, U.S. Government Printing Office, Washington D.C.

   A reader for the person who cannot read English at all. Comes with a "helpers" book so that the non-reader can get assistance from another person. A Home-Study Course. Selected for this project.



VOCABULARY PRACTICE 1

TO WRITE IN THE BLANK SPACES OF THESE SENTENCES

Use English

1. The gas _____ is located under the rear of the car.
2. Air and fuel are combined in the _____.
3. _____ gives the car power to run.
4. _____ is a fuel.
5. The _____ carries the fuel to the carburetor.
6. The gasoline is placed in the gas _____.
7. The gas tank was full of _____.

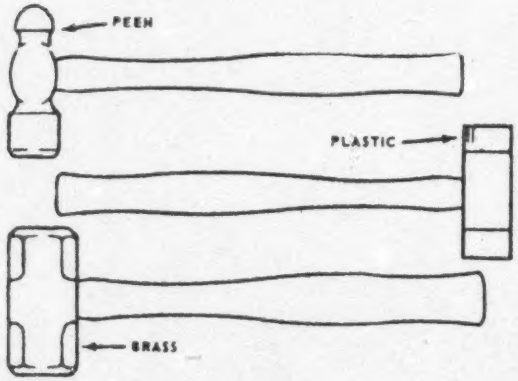
CHOOSE THE RIGHT WORD

English	Samoan
pump	pamu
tank	tane
fuel	kesi
carburetor	kapureta
gasoline	kasolini

Teacher _____ Date _____

Read This Story

Auto mechanics find much use for the ball peen, plastic tipped and brass tipped hammers. The ball peen is used for most pounding and is available in many different sizes. The brass and plastic tipped hammers are used when the mechanic does not want to scratch the surface he is repairing.



Hammers. Ball peen. Plastic tipped. Brass.

Vocabulary Study

tipped - a small piece on the end of something.

pounding - hitting something hard many times.

scratch - to rub or mark a surface with something sharp.

surface - the outside or upper part of an object.

Practice Exercises

Which words go together?

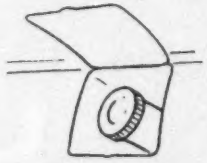
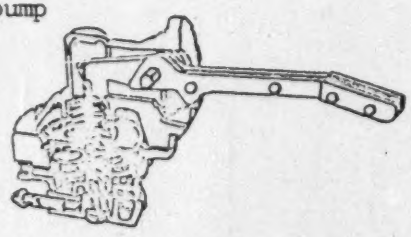
_____ 1. hammer	a. mark
_____ 2. scratch	b. hitting
_____ 3. pounding	c. tipped
_____ 4. plastic	d. ball peen

Use these words in the following sentences.

pounding surface
sizes hammers

1. The outside _____ of the fender was scratched.
2. The fender became scratched because the mechanic was _____ it with the wrong hammer.
3. You can buy ball peen hammers in many _____.
4. Auto mechanics use _____ for many repairs.

BEST COPY AVAILABLE

WORD	USED IN ENGLISH	USED IN SAMOAN
1. fuel	1. A car needs fuel to give it power to run.	1. E maua mai le paoa e alu ai le ta'avale mai le kesi.
2. tank 	2. The gas tank is located under the rear of the car.	2. O le tane kesi o lo'o i tua o le ta'avale.
3. gasoline	3. Gasoline is a fuel that cars use.	3. Kasolini o le kesi e fa'aaoga e ta'avale.
4. carburetor	4. Fuel and air are combined in the carburetor.	4. Kesi ma le ea ua fa'atasia i le kapureta.
5. pump 	5. The fuel pump carries the fuel from the tank to the carburetor.	5. O le pamu kesi e aveina le kesi mai le tane i le kapureta.

HOW DO YOU TREAT THE CUSTOMERS?

Wipe the windshield.

Check the radiator.

Check the tires.

Check the oil.

Today was Tavita's first day at work at the Windward City Service Station. He had come from Samoa one month ago to work and live in Windward City. His uncle knew Mr. Mitchell, the owner of the service station, and he had agreed to hire Tavita as a service station attendant.

Tavita had never worked in a service station before so he had much to learn. Mr. Mitchell said that he would teach Tavita what to do. Yesterday, Mr. Mitchell showed him how to use the gas pump. He also told Tavita how to take care of customers. These are the things he told Tavita.

1. When a customer drives into the station, smile and say to him, "May I help you?"
2. Serve the customer as quickly as you can.
3. While his car is being filled with gasoline, see if his tires need air and if he has enough water and oil
4. Wipe the windshield and windows.
5. Be sure to say, "Thank you," when you are finished serving him.

Mr. Mitchell also told Tavita that he

1. Should never argue with the customers.
2. Should not make the customers wait. Even if you are busy with someone else, tell the customer that you will help him in a few minutes.
3. Should be sure to invite the customer to return to his station the next time he needs service.

It seemed like so much to remember. And today Tavita's very first customer had asked him to "check the oil." Tavita's English was not too good and he had to ask Mr. Mitchell what the customer meant. Mr. Mitchell told him that the customer wanted him to look at the oil in his car to see if he had enough. He showed Tavita how to remove the oil stick to "check the oil."

Later in the day a customer asked Tavita to "check the water" and "check his tires." Tavita remembered how he had to "check the oil" earlier in the morning. He decided that the customer wanted him to see if there was enough water in the radiator and enough air in his tires. Tavita was right and he was happy that he had learned something new.

Tavita was learning that it was important to understand what the customers wanted if you were going to treat them right.

VOCABULARY STUDY

hire - to get someone to work for pay.

attendant - helper

customer - a person who buys things from a store or shop.

argue - to disagree with someone.

treat - the way you act toward other people.

Can you use these new words? Write them in the blank spaces of these sentences.

1. The service station _____ puts gasoline in the car.
2. He started to _____ with the customer about how how much the gasoline was going to cost.
3. The _____ said that he was not going to pay until the service stattion attendant wiped his windshield.
4. You must _____ the customers well so that they will return to the shop again.
5. The owner will not _____ people who argue with the customers.

Do you know what you have read? Underline the correct answers.

1. Tavita was hired because

   a. he worked in a service station in Samoa.
   b. his uncle knew Mr. Mitchell, the service station owner.
   c. he read about this job in the newspaper.

2. Mr. Mitchell told Tavita to say to the customers

   a. "May I help you?"
   b. "What is your name?"
   c. "What do you want?"

3. One of Tavita's jobs was to

   a. change tires.
   b. fix carburetors.
   c. put water in the radiator.

4. Mr. Mitchell told Tavita to

   a. let the customer wait if he is busy with someone else.
   b. say "Thank you," when he was finished with a customer.
   c. argue with the customer.

5. The words "check the oil" mean

   a. put clean oil in the car.
   b. add water to the oil.
   c. see if there is enough oil in the car.

The words in the first list are in the story. Can you match them with words that mean the opposite?

_____	1. first	a. die
_____	2. live	b. start
_____	3. smile	c. last
_____	4. finish	d. many
_____	5. few	e. cry

APPENDIX: 6

DISSEMINATION WORKSHOPS

During the program year, the project offered many workshops on Samoans to various groups which work with Samoans. It was felt that our objective to work with the total family unit could be better accomplished if personnel in public and private service agencies knew more about Samoan culture.

Included is a summary of the basic content of each of the workshops and a content analysis of the workshop provided for public housing officials.

SUMMARY OF BASIC CONTENT FOR WORKSHOPS

Samoa is politically divided into two parts: Western Samoa which ahs been independent country since 1962 and American Samoa which as been a U.S. territory since 1899. The Samoan islands are located south of the equator 2,300 miles from Hawaii and 1,600 miles from the northern tip of New Zealand.

American Samoa is made up of six islands that total 76 square miles of land. The main island is Tutuila where the capital city of Fagatogo harbor and Pago Pago is located. The population as of 1970 was 27,769.

Western Samoa is made up of two large islands Upolu and Savai'i and two small islands, Manono and Apolima. It has about 1,100 square miles of land, about 15 times that of American Samoa. It was a German protectorate until 1914 when it was occupied by New Zealand. It became a independent nation as of June 1, 1962. In 1969, its population was estimated at 141,000.

Citizens of American Samoa are Nationals; they now have all the privileges of American Citizens except they may not vote. They can come and go freely between American Samoa and the United States. For this reason official records of their numbers both in Hawaii and the mainland are not kept by the immigration authorities.

It is estimated that there are 12,000 to 18,000 Samoans in Hawaii today and about 48,000 in the United States (20,000 more than in American Samoa).

Although Samoans represent only about 1% of the population of the State of Hawaii, they represent about 10% of the State Welfare load, 5.6% of the inhabitants of the jails, the average family size is 11 people. Samoans have the highest birth rate of any group in the world. Only .19% (47) of the State employees are Samoan.

Most Samoans regard the division between the two sources as primarily a political division. Hence, we must look at the situation with Samoans in Hawaii as one which deals with all Samoans.

The differences between the Samoan and American ways of life are great. Although parts of Samoa have become more Westernized, most Samoans still live or retain as an ideal, the old Samoan way of life.

Samoan cultural is basically a verbal culture, there are few books written about Samoa and there is not one single completely reliable written source of information about Samoans or their culture. A further complication is that even if one finds a Samoan who is a completely reliable source of information it is possible to find another Samoan who is equally knowledgeable who will give

quite different information. Hence, there are many conflicting pieces of information available.

Most sources agree that Samoa was and even today in most places is still based on a land sea subsistence economy which function through communal cooperation based on the extended family system.

The average Samoan village consists of four to ten extended families which may have about one to two hundred members each. Each of these families has a chief who is selected by consensus of the entire family or by the present leader of the family. One or two chiefs of the families in the village traditionally carries the title of the chief of the district. The system of the extended family and chief is extremely complicated. Many Samoans perhaps as many as 1/4 of all Samoans have some sort of title. Those who wish to know more detail should refer to Gilson, Samoa, 1830-1900.

The chief of a family makes most if not all the major decisions about the lives of the members of his family. Each morning the young men of the village gather near the Chief's house and are assigned the work tasks for the day. Some will gather food, cultivate the lands, some will fish, some will do other duties as assigned by the Chief.

The chief, his wife and older members of the family, served by the younger members eats first, then the other members eat.

The last to eat are the young children who get mostly the starches. As a result malnutrition is often found among the younger children.

Child Rearing

A baby is cared for mostly by its natural mother until it reaches the age of 2 or the next child is born. It is pampered and carefully tended.

At the age of 2 the child becomes the responsibility of one of the older children in the family who can be as young as 5 years old. They are often not watched too carefully since Samoans live very close to the earth and are allowed to roam freely within the village grounds. The child then becomes the responsibility of the entire extended family in the village and may stay at any of the family homes.

The older boys roam freely when they are not gathering food and get to know each other well. These childhood experiences of knowing each person's strengths and weaknesses influences the men as they are older, the leaders of the village.

The children begin early to have the major responsibility for gathering the food for the village. Some walk each day from the village, located on the ocean to the plantation which is usually several miles away in the mountain to gather the taro, coconuts, bananas and firewood.

There are no toys. Games are played with whatever is available.

Samoan homes are large open one room buildings with little or no furniture. Sleeping mats are rolled up each morning and put on the rafter. Almost everything used by the Samoan comes from the land and sea.

Church

The most unique structure in a village is the church. Much of the village social life revolves around the church. Ministers hold a priveleged position in the community. When the first missionaries arrived in 1831, King Malietoa Vaiinupo bestowed upon them all the rights of a high chief. Malietoa's honorific address "Susuga" becomes the customary address for ministers.

Chiefs have responsibility for a designated group of people. In America the people still respect their own chiefs, but only a chief with a very high title has influence over many people. The ministers on the other hand are not bound to geographical areas. In many cases the minister here has assumed the leadership role of the chiefs for the Samoan people.

Names

Samoan names are often a source of confusion for non Samoans. Names are related to Chief's titles. For example a man's name when he was baptized was Eliah Ulavale. Eliah is his first name and Ulavale was his father's first name when he was born. The first two children of his marriage are named Mele and Ioane Ulavale. Then he received the title of Tigaina so his third child will be Piula Tigaina. If he should receive another title, his next child will bear that as his last name. If Ioane Ulavale dies, his brother Piula will become Ioana Tigaina.

Education In American Samoa

Education in American Samoa is free and compulsory through 12th grade. Students may enter at the age of 6 and required to remain in school until they complete grade 12 or are 18 years old.

The system is the same as we know it here in Hawaii. More people have access to education in American Samoa, but the quality of the eudation is generally poorer than in Western Samoa. Some people send their children to Western Samoa for education (I was sent from the age of 8 to 14).

The public school calendar follows the American system. There are missionary schools in American Samoa. The Mormons have had a high school for several years which is modeled after the American system. The Catholic schools are modeled after the New Zealand system and follow the New Zealand school system.

The first 12 year class graduated in 1950 (which was when education was made compulsory). At the same time as they attend public school most attend church school on a voluntary bases for part of the day.

There has been little adult education in American Samoa. The reasons for this are complicated and not relevant to our discussion. Fut there is every indication that the adults in American Samoa want access to adult education. Since American Samoa is rapidly becoming Americanized the need for education is becoming more and more obvious.

Education in Western Samoa.

Education at the primary level up through age 10 is free but not compulsory. The government operates elementary school in most villages. Some lessons are given by radio in all government schools.

There are mission schools and they charge fees. The classes in these mission schools are conducted in Samoan and include subjects other than religion (math, English, reading, Science, etc.).

There are also pastor schools for young protestant children which are free. These schools are offered both for children who attend public school and for those who cannot go to school at all.

All children can go to school to the age of 10. At that age the students are tested. Students who pass and can afford it are allowed to go on to high school; those who fail become apprentices or return to the plantations. At 18, the students graduate and are tested again (UE). Those who pass and can afford it may go on to college in New Zealand, Fiji, or the teachers training college; the rest take jobs. The government does offer a few scholarships for post secondary education.

With the New Zealand system, few are allowed to go on for more than an elementary education, but those that do go on get a high quality education. If a person fails the test at the age of 10,

there is little opportunity to continue on.

The school system in Western Samoa is based on the New Zealand system. Students attend classes all year except for one month in December (summer vacation since Samoa is south of the equator) and one week at Easter.

There is no adult education program in Western Samoa. Since Independence there has been a growing awareness among the adults of Western Samoa of the importance of education.

Conclusions

1. Samoans come from a communal land/sea subsistence economy with all the built in securities of that system. When he comes to Hawaii he finds himself in a highly competitive, economic system. A system which is foreign to him. In Samoa he has access to his land, to his food resources; here he has to have the dollar to have access to the land and sea, to have food and shelter.

2. In Samoa his educational needs in order to survive are minimal, here his education is essential to survive.

3. In Samoa he must bend his own wishes to meet that of the family and community; here he must learn to assert himself as an individual.

Quoted from Peter Coleman, "Samoan Heritage Series" page 10. Samoans are known for their hard work. They are also known for their spirit of competition if well motivated. They are known for their pride and their kindness. These are great qualities of man. Samoans in trouble here have these basic qualities. By integrating these qualities with technical know-how in a technical society, the Samoan will be able to contribute more fully to his new home.

We learned that if we appeal to the Samoan pride we find a response. When we ask the Samoan to be the ambassador to his own people, and recognize that he is a man of a proud culture and a man of a great heritage, we receive a response which is helpful in solving many problems.

CONTENT ANALYSIS FOR HAWAII PUBLIC HOUSING

The Samoan Demonstration Project directed by Dr. Dorothy B. Douthit and Co-ordinated by Mrs. Margaret Iofi organized 4 workshops for the Hawaii Housing Authority at the Ala Moana Hotel on May 38, 30, June 4, and June 6, 1974. Each workshop was attended by 25-36 employees of the Housing authority. The participants in each session represented a cross section of employees, and included maintanence men, clerical staff, interviewers, managers and assistant managers. The objective of the workshops were to increase the employees understanding of Samoan culture and to improve communication between the Samoan tenant and the public housing employees.

The consultants working on and participating in the workshops with Dr. Douthit and Mrs. Iofi were Rev. Iofi, Mr. Elia Alailima and Dr. Kagan.

The format of each session varied in the order in which content was presented. Each session covered the following areas of information:

a. A description of the organization of a typical Samoan village with a description of Samoan child rearing practices and family organizations.

b. A showing of Fa'a Samoa a film made by Jim Siers in Western Samoa depicting life in a Catholic rural village. Rev. Iofi provided a commentary during and after the film which emphasized the aspects of Samoan life relevant to the workshop. The extended family, the position of the Church, the Matai system, general life style in a land/sea subsistence economy which is not based on money as the sole means of economic exchange.

c. A tape of public housing units both high and low rise occupied by some Samoan families in Hawaii in order to underline the diffence between life in urban public housing in Hawaii and life in Samoa as shown in the film and the kinds of adaptations that Samoans must make in order to cope with urban life styles, specifically with appliances, four walls and a money economy.

d. A panel discussion of problems specific to Samoans in Public Housing and some problems which are general to some tenants regardless of ethnic background. The discussions were problem oriented and alternative solutions to problems arising from the extended family, Samoan names, child rearing, etc., were covered.

e. Language lessons and Samoan manners

Detailed reports of the proceedings are available in the recorders reports.

The content analysis which follows is based on the evaluations of the participants. Content analysis of the evaluation forms filled out by participants in the Hawaii Housing Authority workshop on Samoan culture.

Session		
1	21 responses out of a total of	21 participants
2	26 " " " " "	31 "
3	33 " " " " "	37 "
4	25 responses out of a total of	28 participants
Total of	105	117

The results have been broken down by sessions. Categories for analysis were derived from the responses.

Category A

Did you find the session informative?

Session	1	2	3	4
Yes	14	21	25	24
No	2	0	1	1

Category B

What did you learn?

Session	1	2	3	4
To understand the culture	13	20	27	16
How to approach the family	4	5	3	7
To understand problems of the Samoan family	3	4	4	1
Extended Family	3	4	6	0
Role of the Minister	2	2	2	1

Category C

What did you learn that you can use on the job?

Session	1	2	3	4
Few Samoan words	2	16	20	17
About Samoan names	1	2	3	0

Category D

What did you like about the workshop format?

Session	1	2	3	4
Over all	2	7	3	8
Panel	1	1	1	0
Discussion groups	2	2	5	2
Film	2	6	5	4
Resource people	2	6	4	3

Suggestions for improving the workshop. Several members in every group suggested more consumer participation as workshop participants and as resource people, specifically Samoan families and young Samoan adolescents living in housing.

All groups suggested that more Hawaii Housing Authority administrators should participate.

A common request was for more active participation in small groups of participants focused on problem solving in job related situations. Respondents also noted the need for more role playing of specific situations encountered daily by maintenance men, clerks, interviewers, etc. Members of every group suggested that cultural input for future workshops should include music, dance, crafts, etc., through demonstrations or exhibits.

When asked what other kinds of things would you have liked covered, the responses covered the water front. Requests occuring more than once included:

Workshops on:
- All ethnic groups, but the group most often cited were the Koreans.
- Family Planning
- Crime
- Education
- How to interview
- How to establish rapport
- Health and Sanitation

How to set up English language workshops for tenants.

Teenagers

Three specific recommendations came out of the discussion groups. These were:

1. To hire bi-cultural/bi-lingual aides employed by Hawaii Housing Authority.

2. To re-vamp the orientation to public housing by extending it over time and scheduling follow-up sessions as a matter of course.

3. To re-institute the inspection teams.

Conclusions

The results indicate that the workshops were enthusiastically received and that the majority of the participants felt that the workshop had been worth while.

The language lessons were very well received and demonstrated that Housing employees attending the workshop were receptive to any help that would enable them to communicate with their clients. They also seemed genuinely interested in learning about other cultures and appeared willing to try to apply what they learned. They also seemed flexible and willing to consider adapting existing procedures in order to increase their effectiveness.